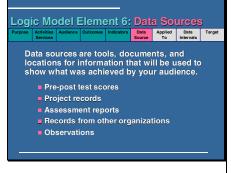
The NEA only requires grant applicants to identify project outcomes and how they relate to the NEA's 14

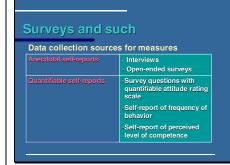
Arts Learning outcomes as well as ways the outcomes will be measured. This would include the five elements described up until this point. You will find the remaining elements useful for your evaluation plan, but they are NOT required of NEA Arts Learning applicants.

#### Element Six - Data Sources

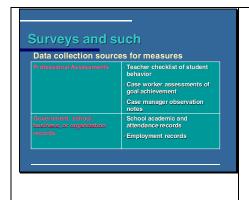


For each indicator of an outcome, information must be collected that demonstrates that the change has occurred.

Data sources are the vehicles used to collect data concerning indicators. Various types of data sources include pre-post test scores, project records, assessment reports, records from other organizations, or observations of behaviors through checklists and other tools and approaches.



Some data sources are more reliable than others. A school report or test may be the best evidence of change for certain types of behaviors or knowledge. However, such data may not always be appropriate or achievable for the indicator. In some instances, self-reports from individuals may be the primary source, or there may be trained observers that can be utilized.



## **Element Seven - Who**

| Decide if you will measure all participants, completers of the project, or another subgroup

| Special characteristics of the target audience can further clarify the group to be measured |

For each data source, it is necessary to specify whether the information will be collected from all participants in the project or only those who complete the project. This determination may affect the results of the project. Individuals who complete a project are more likely to experience the impact of the project than those individuals who do not complete the project. In addition, there may be sub-groups of your audience that will be measured based on their characteristics and what outcomes they should achieve.

# Element Eight - Data Intervals

Logic Model Element 8: Data Intervals

Purpose Activities Audience Outcomes Indicators Data Applied Data Intervals

Outcome information can be collected at specific intervals, for example, every 6 months

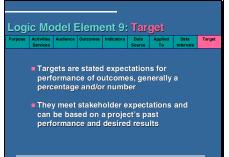
Data can also be collected at the end of an activity or phase and at follow-up

Data is usually collected at project start and end for comparison when increases in skill, behavior, or knowledge are expected

Outcome information for each indicator may be collected at specific intervals, such as every 6 months, or at fixed points such as the beginning and end of a project or at a point in the future called "follow-up." The timing of the data collection needs to be specified and the timing may depend on when the information or data is available. If the service is delivered for only a short period of time, then the data collection may be only at the end of a particular activity. In projects where

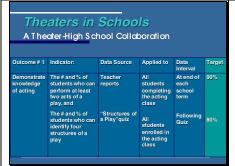
increases in skill, behavior, or knowledge are expected, the data is usually collected at the project start and completion.

# **Element Nine – Target**



Targets are goals and are the stated expectations for performance of outcomes. Generally, they are stated as a percentage and/or number. Goals are set for each indicator of each outcome. Knowing how to set a target is often difficult. It may be best to rely on information you may have concerning how this project has worked in the past, or you may decide to use target information based on what your funders and other "stakeholders" expect of your project. With new projects, the capabilities, needs and abilities of your target audience will be factors in setting your targets for outcomes.

The following illustrates logic model elements six through nine for the "Theater in Schools" example:



Outcome: Students demonstrate knowledge of acting

(Relates to NEA outcome # 1)

**Indicator:** #1: The number and percent of students who can

perform at least two acts of a play, and

Data Source: Teacher reports

**Applied to:** All students completing the acting class

Data Interval: At the end of each school term

Target: 90%

Indicator: #2: The number and percent of students who can

identify four structures of a play

Data Source: "Structures of a Play" quiz

**Applied to:** All students enrolled in the acting class

Data Interval: Following "Structures of a Play" quiz

Target: 80%



Outcome: Students demonstrate knowledge of direction

(Relates to NEA outcome # 1)

Indicator: #1: The number and percent of students who can

direct two scenes of a play, and

Data Source: Teacher reports

Applied to: All students completing the directing class

Data Interval: At the end of each school term

Target: 90%

**Indicator:** #2: The number and percent of students who can

identify four structures of a play

Data Source: "Structures of a Play" quiz

**Applied to:** All students enrolled in the directing class

Data Interval: Following "Structures of a Play" quiz

Target: 80%

**Outcome**: Students demonstrate knowledge of production

(Relates to NEA outcome # 1)

Indicator: #1: The number and percent of students who can

complete one theater production, and



Data Source: Teacher reports

**Applied to:** All students completing the production class

Data Interval: At the end of each school term

Target: 70%

Indicator: #2: The number and percent of students who can

identify four structures of a play

Data Source: "Structures of a Play" quiz

Applied to: All students enrolled in the production class

Data Interval: Following "Structures of a Play" quiz

Target: 80%

Outcome: Students demonstrate interest in theater

(Relates to NEA outcome # 3)

**Indicator:** #1 The number and percent of students who

complete 80% of theater class assignments, and

Data Source: Teacher reports

Applied to: All students

Data Interval: At the end of each school term

Target: 50%

Indicator: #2: The number and percent of students who

attend at least two live theater performances in twelve

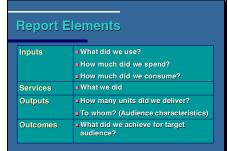
months

Data Source: Student self-reports

Applied to: All students



Data Interval: Twelve months following end of school year Target: 50% **PUTTING IT ALL TOGETHER** Once the logic model for the project has been constructed and all decisions have been made about the feasibility and practicality of each outcome, their indicators and the data collection process, it is suggested that you review the evaluation logic model with project partners and staff. This review will provide an opportunity to identify overlooked or inappropriate outcomes, inadequately defined indicators, cumbersome procedures, or burdensome data collection methods. It is also very important before implementing the process to ensure that the organization is ready to undertake the approach. **SECTION 3: REPORTING** After the evaluation results have been collected, the **Write Reports** information gathered by the evaluation process should be Summarize participant characteristics ■ Summarize inputs, activities/services, and compiled into a formal report. Summarize outcomes achieved Compare data from project start or previous Interpret results and make recommendations



The report should summarize all the elements of the logic model and provide a summary of outcomes achieved, along with comparative data acquired during the project, comparing one period of data collection to another. A report does not need to be a complicated document. Essentially, it needs to state: We wanted to do what? We did what? So what? The report can be the basis for communicating the value of the project to internal management decision-makers and to external groups.

### What should reports say?

- We wanted to do what?
- We did what?
- So what?

#### Outcome-based Evaluation

Outcome-based evaluation is a systematic way to assess the extent to which a project has achieved its intended results

The value of outcome-based evaluation is its use as a management tool that allows an organization to determine whether its projects are making a difference. The process enables an organization to analyze what is working with its projects, what is not working, and how project performance could improve.

While outcome-based evaluation is not an empirical research process, it is a process that provides a framework for documenting results. The results from the evaluation can be used to guide management decisions about project activities, to promote the project to potential participants, to enhance

the project's public image, and to retain or increase funding for the project and the organization.
To help you and your project partners identify the outcomes
of your project and to help facilitate discussion on how to
measure them, sample forms have been provided for your
use (Outcomes Logic Model and Framing the Evaluation).